

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): ☐ Charter ☐ Title 1 ☒ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Mr. Rodgers Barry

Official School Name: Northside College Preparatory High School

School Mailing Address: 5501 N Kedzie Ave
Chicago, IL 60625-3923

County: Cook State School Code Number: 150162990250794

Telephone: (773) 534-3954 E-mail: bprodgers@cps.k12.il.us

Fax: (773) 534-3964 Web URL: http://www.nscollegeprep.cps.k12.il.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Terry Mazany Superintendent e-mail: tmazany@cps.edu

District Name: City of Chicago SD 299 District Phone: (773) 534-1000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Ms. Mary Richardson-Lowry

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 514 Elementary schools
(per district designation) 10 Middle/Junior high schools
151 High schools
0 K-12 schools
675 Total schools in district
2. District per-pupil expenditure: 11536

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 4
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

| Grade | # of Males | # of Females | Grade Total | | | # of Males | # of Females | Grade Total |
|---------------------------|------------|--------------|-------------|--|----|------------|--------------|-------------|
| PreK | 0 | 0 | 0 | | 6 | 0 | 0 | 0 |
| K | 0 | 0 | 0 | | 7 | 0 | 0 | 0 |
| 1 | 0 | 0 | 0 | | 8 | 0 | 0 | 0 |
| 2 | 0 | 0 | 0 | | 9 | 125 | 142 | 267 |
| 3 | 0 | 0 | 0 | | 10 | 114 | 147 | 261 |
| 4 | 0 | 0 | 0 | | 11 | 111 | 147 | 258 |
| 5 | 0 | 0 | 0 | | 12 | 129 | 171 | 300 |
| Total in Applying School: | | | | | | | | 1086 |

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
27 % Asian
6 % Black or African American
23 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
39 % White
3 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 0%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

| | | |
|-----|---|------|
| (1) | Number of students who transferred to the school after October 1, 2009 until the end of the school year. | 0 |
| (2) | Number of students who transferred from the school after October 1, 2009 until the end of the school year. | 4 |
| (3) | Total of all transferred students [sum of rows (1) and (2)]. | 4 |
| (4) | Total number of students in the school as of October 1, 2009 | 1074 |
| (5) | Total transferred students in row (3) divided by total students in row (4). | 0.00 |
| (6) | Amount in row (5) multiplied by 100. | 0 |

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 0

Number of languages represented, not including English: 0

Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 35%
 Total number of students who qualify: 379

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 6%
 Total number of students served: 61

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

| | |
|--------------------------------|--|
| <u>6</u> Autism | <u>2</u> Orthopedic Impairment |
| <u>1</u> Deafness | <u>7</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>24</u> Specific Learning Disability |
| <u>5</u> Emotional Disturbance | <u>2</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>11</u> Developmentally Delayed |

11. Indicate number of full-time and part-time staff members in each of the categories below:

| | Number of Staff | |
|---------------------------------------|------------------|------------------|
| | <u>Full-Time</u> | <u>Part-Time</u> |
| Administrator(s) | <u>2</u> | <u>0</u> |
| Classroom teachers | <u>59</u> | <u>0</u> |
| Special resource teachers/specialists | <u>8</u> | <u>3</u> |
| Paraprofessionals | <u>5</u> | <u>0</u> |
| Support staff | <u>28</u> | <u>0</u> |
| Total number | <u>102</u> | <u>3</u> |

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 26:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 96% | 96% | 96% | 96% | 96% |
| Daily teacher attendance | 96% | 95% | 96% | 95% | 96% |
| Teacher turnover rate | 9% | 3% | 4% | 3% | 5% |
| High school graduation rate | 99% | 99% | 91% | 95% | 97% |

If these data are not available, explain and provide reasonable estimates.

The teacher turnover rate jumped in 2009-10 due to deep budget cuts in Chicago Public Schools - District 299.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

| | |
|--|--------------------|
| Graduating class size: | <u>240</u> |
| Enrolled in a 4-year college or university | <u>98%</u> |
| Enrolled in a community college | <u>1%</u> |
| Enrolled in vocational training | <u>%</u> |
| Found employment | <u>%</u> |
| Military service | <u>1%</u> |
| Other | <u>0%</u> |
| Total | <u>100%</u> |

PART III - SUMMARY

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Northside is a unique learning community that values and demonstrates respect for the individual and the educational experience at every level. Gifted and dedicated students, a progressive and expert faculty, caring and supportive parents, and community partners all work together to create a place that continually exemplifies what is possible in public education.

The Mission of Northside is to create a community of learners striving to fulfill their individual and collective intellectual, emotional, social, and ethical potential; to forge partnerships for learning among parents, students, teachers, and local community institutions; to challenge all to assume their active roles in improving both the local and global communities; and to create an environment in which learners construct meaning by actively participating in the learning process.

As a learning community, we believe:

- Students, parents, teachers, administrators, and community leaders are responsible for creating and ensuring an environment in which learning is modeled and valued.
- High School is not only preparation for college and life after college, but it IS life.
- A meaningful education balances academic, social, and emotional needs and experiences.
- Every person is a learner and a teacher.
- Reflection is necessary for growth.
- The world is one's classroom.
- Every person constructs meaning and understanding.
- The realms of knowledge are intellectual, emotional, physical, and spiritual.
- Balance among the realms of knowledge is the key to a satisfying, ethical life.
- People share responsibility and credit for their work.
- People must learn how to compete with themselves and collaborate with others.
- Self-respect is built upon achievement and integrity.
- Adults share in the responsibility of shaping the leaders of tomorrow.
- Technology enriches traditional paths of knowledge.
- Ethical behavior underlies each individual's endeavors.
- All must accept the challenge to share their gifts with others for the betterment of the world in which they live.
- Democratic values and practices enrich individuals and the societies in which they live.
- What one knows and how one learns are both important.
- People learn as much from failure as from success.
- Interdisciplinary approaches that stress the association of knowledge are powerful instruments of learning.
- Collaboration and teamwork enhance the learning process.
- Each individual has special gifts and talents.

Taking advantage of numerous co-curricular and extracurricular opportunities, our graduates sharpen important skills, challenge conventional wisdom, and cultivate a broad knowledge base. Working with highly capable peers and a deeply committed faculty, our graduates demonstrate an enhanced ability for analytical and creative thought, while exhibiting self-sufficiency and the ability to solve complex problems in novel ways. That is to say, our graduates:

Understand the importance of a balanced and meaningful life,

- possessing a love for life,
- expressing a desire to absorb new experiences,
- utilizing the habit of self-reflection to fully realize potential;

- perform as effective leaders,
- listening and acting thoughtfully,
- collaborating and cooperating successfully with diverse individuals,
- operating from a clear and adaptable vision for the future;
- think with agility, in complex ways,
- seeking creative solutions to seemingly intractable problems,
- inquiring critically from multiple perspectives,
- possessing abilities and capacity commensurate with top students in each discipline;
- learn autonomously,
- investigating with curiosity and passion,
- constructing effective schemes to enable future learning situations,
- leveraging the potential of technology to share insights publicly, in the spirit of openness and transparency;
- apply knowledge as responsible citizens,
- contributing to the continual development of our school,
- responding to the needs of our local community,
- asserting a deep commitment to the betterment of the world.

To live the Northside experience is to take *The Road Less Traveled*. At Northside, this translates into innovative educational programs that enrich learning as students construct knowledge through relevant and engaging experiences. Courses are conducted in a block schedule facilitating in-depth exploration and understanding of a myriad of topics. *Colloquium, Physics First, Integrated Math Program, the Global Initiative, Senior Projects, Constitutional Law*, cutting edge technological applications, six languages, and an array of experiences in literature and the arts make up the fabric of our academic programs. In addition, our rich liberal arts offerings extend into over 50 clubs and activities that support student interest and service learning. A full array of athletic teams help to build character and life skills via competition, teamwork, and friendship.

Taking the road less traveled has led us to ask: What is possible? Our challenge is to continually explore ways to convert possibilities into realities. In this spirit, we strive to improve ourselves, our school, and our world on a daily basis in order to reach our goal of being the premier learning community in the premier urban school system in the nation.

1. Assessment Results:

Since our school opened in 1999, our students have consistently led the state of Illinois in having the highest number of students meeting or exceeding our state's benchmarks for reading and math. As our students perform well on state criterion-referenced assessments, our learning community strives to drill deeply into the data to identify areas for growth. The following summarizes our efforts in this area:

Data Driven Decisions

In 2006-07, our Leadership Team was challenged to identify areas for growth and improvement. Given that anywhere between 97% and 99% of our students have been meeting or exceeding standards since this metric has been kept by the State of Illinois, it was important to thoroughly investigate the performance of each and every student, rather than aggregated groupings and subgroupings. After much analysis and discussion, the Leadership Team recommended two areas for improvement:

- Close any identified achievement gaps
- Prepare more students to exceed state standards in math & reading

To address these concerns, the Curriculum Team was asked to assist each academic department to review the alignment of the curriculum with state standards, identifying and addressing any gaps. The Special Services Team (renamed the SUCCESS Team this year) was asked to review existing academic supports.

Curriculum and Instruction Review

Curriculum review in the Math and English departments discovered few significant gaps. What did emerge was a better appreciation for the use of common assessments to provide a basis for grounding professional development conversations in artifacts of learning. As the discussion moved from curriculum to instruction, Northside adopted the Professional Learning Communities model for framing pedagogical conversations for the 2007-08 school year.

In the first year, Professional Learning Communities were organized as interdisciplinary groups. This provided teachers with a basis for discussing universal issues in teaching and learning. The next year, our Professional Learning Communities were organized by academic discipline, as teachers wanted to have increasingly focused conversations about the effective teaching of content, as well as skill preparation.

Academic Support

Northside's Special Services Team reviewed the effectiveness of our existing academic supports; specifically, our tutoring, counseling, and wellness programs. The team concluded that Northside needed to better coordinate the efforts of our existing supports. It was also suggested that our school should place a greater emphasis upon peer tutoring, peer mentoring, as well as expanding our social and emotional wellness efforts. As a result, the SUCCESS program was created to coordinate these efforts. In addition to improving coordination, our academic support model was expanded to include two existing peer support services: the Writing Center and Math Tables. A new peer mentoring program was created, pairing successful seniors with struggling freshmen students. Each subsequent year, these programs were further refined, emphasizing greater coordination of services and communication with students and parents.

Discussion

As a result of the efforts outlined above, the numbers of students exceeding state standards has been trending upwards overall, as well as in subgroups, as is indicated in our data tables in Part VII of this report. Furthermore, outside of the work of our traditional counseling and social services, we have partnered with Swedish Covenant Hospital to provide a Wellness Center for students, parents, and faculty, drawing great interest from peer institutions. The Northside community believes that all of these academic supports create the conditions for our students to be as successful as they desire.

In addition to improved performance on state criterion-referenced tests, we have noted improvement on additional measures of academic performance, registering gains in average ACT scores across content areas and in composite scores:

ACT Average

| | 2006 | 2007 | 2008 | 2009 | 2010 |
|------------------|------|------|------|------|------|
| English | 28.7 | 28.6 | 28.8 | 29.3 | 30.3 |
| Math | 26.6 | 26.7 | 27.0 | 27.8 | 28.0 |
| Reading | 28.8 | 28.4 | 28.6 | 29.2 | 30.3 |
| Science | 26.5 | 26.3 | 26.6 | 27.3 | 27.9 |
| Composite | 27.8 | 27.6 | 27.8 | 28.6 | 29.3 |

College Board Equity and Excellence Metric

An additional measure that reveals improvement is provided by the College Board. Their Equity and Excellence Metric measures the percentage of graduating students who took at least one AP class and earned a score of 3 or more. In this way, it measures the availability of rigorous course work for all students, as well as valuing the performance of all students:

- 2007 - 88.8%
- 2008 - 92.8%
- 2009 - 100%
- 2010 - 100%

As a selective enrollment high school, our learning community strives to measure the progress of our students over time. Our school district began to measure this for the first time, following a cohort of students who took the ACT Plan exam in 2007 as freshmen, the ACT Explore exam as sophomores, and the ACT exam as juniors in 2009. Our students ranked first in our district with 76.8% of our students making expected gains in reading. Our students ranked second in our district with 84.8% of our students making expected gains in math.

These results are indicative of the commitment of our administration, faculty, parents, and students to the virtue of turning good into better and turning better into best.

2. Using Assessment Results:

Northside's college acceptance rate is 98%. Our entire school community works very hard to prepare graduates that are academically and confidently college bound. ACT assessments are a key factor in the college planning process, as tools that indicate potential college entrance as well as predictors of success in college. As early as freshman year, students gain an understanding of the importance of each of these assessments for college planning. They also receive guided lessons that help interpret exam results and promote effective strategies to prepare for future assessments. Summary reports are provided to administration and faculty to review and consider in curriculum analysis and planning.

The counseling department coordinates all assessments and ensures best practices with regards to administration, accommodations and interpretation of results for students and parents. Counselors utilize test results to ensure proper course placement, identify at risk students, and plan interventions to address student needs and implement career exploration programs.

Test results are used consistently throughout the college planning process. For example, guidance lessons and workshops help students interpret results and identify areas of strength and areas needing improvement. Test results are also considered as counselors help students identify appropriate colleges

and universities. In addition, results are considered to identify students that would benefit from a test prep program.

Counselors also ensure that students with disabilities are provided appropriate accommodations during all testing sessions and within extended time windows. Assessment results are also considered during initial and annual Instructional Education Plan meetings to insure the best educational experience for the student and for post-secondary education.

Departments use ACT summary reports to conduct item analysis as they consider curriculum changes that address gaps and also address College Readiness Standards. EXPLORE, PLAN and ACT Summary Reports as well as the presentation packets and early intervention rosters are shared with our school Leadership Team, Professional Development Team, SUCCESS Team, Data team. Quite a bit of time is spent reviewing these reports with the Leadership Team, which includes the school administration, department chairs, the Director of Counseling and the Director of Special Services. Data analysis regarding differentiation in sub-scores (Le. ethnic and gender groups) is done to examine possible achievement gaps as well overall student success with College Readiness Standards.

In this way, our learning community consistently grounds discussions of curriculum and instruction in data, as opposed to pedagogical preference or personal idiosyncrasy.

3. Communicating Assessment Results:

Northside College Prep communicates relevant assessment results to various stakeholders in a timely way to aid the performance of individual students:

- Students receive assessment results directly from classroom teachers on a weekly basis through our online gradebook and through formal progress reports at five week intervals. They also receive standardized test data from the counseling office via advisory teachers.
- Parents receive assessment results directly from students on a weekly basis through our online gradebook and from teachers through formal progress reports at five week intervals. Teachers are also available to parents at bi-annual conferences and via phone/e-mail.
- Teachers are expected to update their online gradebook on a weekly basis, as well as complete formal progress reports every five weeks. Teachers also receive assessment results directly from students in their regular classroom work. Finally, teachers receive assessment results in reports generated by various administrative teams and their respective departments.
- External stakeholders receive formal updates of assessment results relevant to the terms of their grants or partnership agreements.

Using quantitative data (student grade reports, PSAT, ACT, SAT, A.P., etc.) and qualitative data (student, parent, and teacher surveys) compiled by our SUCCESS Team, various administrative teams evaluate school effectiveness and performance. The Curriculum, Staff Development, and SUCCESS Teams are explicitly charged with reviewing curriculum, instructional strategies, and assessments respectively, ensuring alignment with the mission and vision of the school and appropriate articulation across grade levels.

Through regular curriculum review, formal (administrative) and informal (peer) classroom observations, and analysis of assessment data, the administration and faculty ensure that research-based instructional strategies, innovations, and activities are consistently used to facilitate achievement for all students. The Staff Development Team explicitly sponsors regular professional development opportunities ensure that teachers are well prepared and effectively implementing the curriculum.

Our faculty enjoys over twenty days each year to devote to professional development. Roughly, half the time is spent in departmental Professional Learning Communities, a quarter of this time is devoted to interdisciplinary activities for the entire faculty, and a quarter of the time is left to the discretion of teachers to meet for common planning. Building-upon the training that teachers receive to use data in their professional training, teachers are regularly asked to use their own classroom assessment data, as well as other data (assessment, attendance, counseling, discipline, demographic, and survey data) to inform discussions of the effectiveness of the curriculum and teaching practices.

4. Sharing Lessons Learned:

The faculty and administration of Northside strongly feel an obligation to seek out the insights and expertise of our peer institutions, as well as sharing our own with the wider educational community. The following summarizes our efforts:

Local

Teachers and members of administrative teams regularly attend workshops conducted by the district and our area office. In addition, our faculty regularly exercises the opportunity to visit other schools. Two meetings of our departmental Professional Learning Community meetings are explicitly devoted to off-site professional development. Conversely, our learning community regularly extends invitations to colleagues at other schools to visit our school and observe our classes. For example, our MAVEN program invites science teachers from around the region to meet with our instructors, attend area events, and collaborate on school projects. In addition, Northside's Writing Center has used social networking and traditional micro-conferences to promote the growth of writing centers throughout the district. In this way, students and teachers throughout the district have the ability to share resources and ideas about supporting the efforts of student writers. Finally, our campus is regularly used by the school district to host professional development events, greatly increasing our ability to interact with our colleagues from across the city.

National

Each year, our school allots approximately \$10,000.00 for faculty members to attend and present at conferences across the country. This year, six members of our school community presented at national conferences.

Global

Faculty and students frequently participate in international exchanges. We have developed sister school relationships with schools in the following locations:

- Korean Science Academy—Busan, Korea
- Beijing 57—Beijing, China
- Akademické Gymnázium—Prague, Czech Rep.
- Christianneum—Hamburg, Germany
- Colegio de Ciencias y Humanidades Sur—Mexico City, Mexico

In addition to traveling and hosting, we utilize technology to maintain relationships with great regularity. One of the goals of our 1:1 computing initiative is to increase our contact with faculty and students around the corner and around the world, engaging in synchronous and asynchronous learning and professional development activities around the corner and around the world.

1. Curriculum:

Northside is a unique learning community that values and demonstrates respect for the individual and the educational experience at every level. Gifted and dedicated students, a progressive and expert faculty, caring and supportive parents, and community partners all work together to create a place that continually exemplifies what is possible in public education. Home to challenging and rigorous programs that yield excellent results, our standardized test scores have established Northside as a premier school on a local, state, and national level. A more profound measure of our success is evident when we reflect upon the intellectual, social, and emotional development of our students that cannot be captured on standardized tests. We are nurturing extremely capable, creative, and ethical leaders who are positively changing the world.

Students at Northside take advantage of a variety of innovative and progressive educational programs that enrich learning as students construct knowledge through relevant and engaging experiences. Northside has successfully implemented unique programs in mathematics^[1] ([Integrated Math Program](#)), science^[2] ([Physics First Program](#)), world languages^[3] ([Global Initiative](#)), social science^[4] ([Constitutional Law Program](#)), autonomous learning^[5] ([Senior Project](#)) and project-based learning^[6] ([Colloquium Program](#)). In addition, our rich liberal arts offerings extend into over 50 clubs and activities that support student interest and service learning. Our community offers a full array of athletic teams offer students the opportunity to build character and life skills via competition, teamwork, and friendship.

The English curriculum is a four-year, comprehensive sequence that balances instruction along three primary skill strands: Reading, Writing, and Listening/Speaking. Our course of study incorporates literature from a variety of authors and cultural traditions. Students extensively use writing informal and formal writing as instruments of scholarly investigation. Oral communication skills are strengthened in Socratic seminar discussions, as well as in formal public speaking opportunities. Formative and summative assessments are utilized to track skill development and set goals for growth. Beyond the walls of our classroom, the regular education program is greatly enriched in partnerships with Chicago Shakespeare Theatre, Steppenwolf Theatre, Goodman Theatre, and Second City, as well as other local arts and humanities organizations.

The Integrated Math Program, a research-based curriculum that was recognized as an “exemplary” program by the U.S. Department of Education, is utilized as the core mathematics curriculum. Each year, students study topics from algebra, geometry, statistics, trigonometry, and probability. In this problem-centered approach, students actively construct conceptual understanding of topics by working in ways that emulate those used by mathematicians and scientists; students conjecture, investigate reason, generalize, debate, and communicate their findings to their peers. The curriculum includes the following AP courses: Calculus AB, Calculus BC, and Statistics. The highest level elective is Multivariable Calculus, which would be taken after either calculus course.

Our fine arts program opens opportunities for personal as well as collaborative investigation, experimentation, and discovery—through theory, history, and practice. Our program encourages students to become inventive, talented, and ambitious musicians and visual artists. We constantly seek the cutting edge in music and art practice and encourage an open dialogue and exchange of ideas. The Fine Arts Department has partnered with many diverse organizations including: Lyric Opera, Lake Shore Symphony Orchestra, Civic Orchestra of Chicago, Ravinia Jazz Mentors, Jazz Institute of Chicago, North Park University, Northeastern University, Lake Forest College, and Chicago Arts Partnerships in Education, Youth Line S.F., and Intuit. Our teachers are practicing artists and musicians whose primary motivation is the students and their participation in contemporary discourse.

Our physical education department believes that people are more capable than they perceive themselves to be and if given the opportunity to try new activities in a supportive atmosphere, they will achieve goals otherwise thought unattainable. We believe that the quality of students' physical fitness and health is an important factor in their readiness to learn. Our program focuses on overall health and nutrition - improving cardiovascular endurance, body composition, muscular strength and endurance, and flexibility. Students are exposed to a wide range of lifetime activities (individual, team sports), adventure education (initiatives, problem solving), fitness, and health-related topics, which will empower them to be better-rounded individuals.

The world language curriculum prepares students to embrace humanity and to celebrate diversity. We cultivate a respect for different cultures, nationalities, beliefs, languages, and ways of life. This is achieved through compassion, understanding, appreciation, openness, tolerance, and perseverance. We provide unique and diverse educational opportunities that encourage our students to make world connections. Offering an exciting range of courses at the honors and Advanced Placement levels, students are encouraged to take three consecutive years of the same language, to take more than one language, and to participate in Study Abroad Programs. Languages offered include Latin, Spanish, French, German, Japanese, and Chinese.

Our challenge as a learning community is to continually explore ways to convert possibilities into realities. In this spirit, we strive to improve ourselves, our school, and our world on a daily basis in order to reach our goal of being the premier learning community in the premier urban school system in the nation. Northside College Preparatory High School seeks to offer its students challenging and innovative courses in all subject areas. A fundamental belief of NCP is that all students deserve an excellent program of instruction that challenges each student at the high level required for productive citizenship and employment.

[1] http://www.nscollegeprep.cps.k12.il.us/ncphs/depts/math/curriculum/question_answer.html

[2] <http://www.nscollegeprep.cps.k12.il.us/ncphs/depts/science/CourseSequence.html>

[3] <http://www.nscollegeprep.cps.k12.il.us/ncphs/community/global/index.html>

[4] [http://www.northsideprep.org/ncphs/depts/social_science/tdevine/USG/Con%20Law%20Webpage/Constitutional%20Law%20Homepage%20\(2010-2011\).htm](http://www.northsideprep.org/ncphs/depts/social_science/tdevine/USG/Con%20Law%20Webpage/Constitutional%20Law%20Homepage%20(2010-2011).htm)

[5] http://nscollegeprep.cps.k12.il.us/seniorprojects/?page_id=2

[6] http://www.nscollegeprep.cps.k12.il.us/ncphs/colloquium/Current_Book.pdf

2. Reading/English:

Exceptional teaching in the language arts has the power to transform one's life and the world. With a commitment to the needs of the individual student, the English Department at Northside College Prep High School aims to be on the forefront of innovative, meaningful English education. Towards this end, assessment data, disseminated by our school district's Curriculum and Instruction Management website, is used to provide a precise understanding of the skill development of each student. In all courses, instruction is differentiated, according to local and standardized assessment data. Students who are not meeting benchmark standards are strongly supported and given individualized support by their classroom teacher, as each of our English teachers have additional certification in reading instruction. Additional faculty support and peer mentorship is also provided in our writing center. Progress is tracked and shared by each instructor as each student moves through a four years of English coursework.

Our curriculum is balanced by genre, paying equal attention to drama, poetry, short & long works of fiction, and short & long works of non-fiction. For literary texts, emphasis is placed upon identifying literary techniques and the effects that are produced upon readers. Regarding non-fiction texts, rhetorical devices are identified and the effects are examined, as well. In all cases, our instructors promote active reading by promoting the annotation of text and taking notes. Insights gained are utilized during Socratic seminar discussions and short answer essays.

As explicit instruction in grammar and vocabulary lays the groundwork for effective writing, students complete a four year sequence of study that is aligned with statewide assessments. Writing instruction is initially focused upon responding to prompts and writing short in-class essays that reflect sound strategies for compare & contrast, cause & effect, describing a process, and persuasion. Our students gain valuable experience mastering summary skills by writing research papers. Students are also asked to evaluate and interpret texts in essays of analysis. Over time, these multiple draft, peer reviewed essays increase in length and complexity.

Oral expression is emphasized across English courses. Students perform recitations of poetry and perform small group performances, demonstrating master of skills such as pronunciation, enunciation, and emotional expression. Public speaking skills are demonstrated in short and long formal presentations while reading from note cards or speaking extemporaneously. As technology is an increasingly crucial element of effective presentations, students are expected to utilize presentation software, in addition to incorporate traditional visual aids.

Above all, our goal is that students graduate well prepared to encounter and enjoy the intellectual and ethical demands of life in our democracy, enjoying the fellowship of people the world over who share the sense of wonder and reverence for the ideas and humanity found in the written and spoken word.

3. Mathematics:

A high quality mathematics education enables all students to increase their mathematical literacy and understanding mathematical principles, cultivating mathematical ways of thinking and developing fluency with number, symbolic representation, geometry, and data. These skills are essential for success in the information and technological environment of the 21st century. The Northside College Prep math department seeks to achieve this aim by:

1. Making use of curriculum and methods of instruction that are rooted in current research on how students learn mathematics.
2. Engaging students in actively doing mathematics-by solving problems and investigating mathematical ideas.

The Integrated Math sequence is a college-preparatory mathematics sequence and serves as the core curriculum at Northside College Prep. This curriculum replaces the traditional sequence of Algebra -- Geometry -- Algebra II -- Pre-Calculus. The Integrated Math sequence offers students the core curriculum areas of concentration, including algebra and geometry, which are endorsed by the National Council of Teachers of Mathematics in an engaging, integrated manner that increases student understanding and performance.

The Integrated Math curriculum is based on research that indicates that mathematics is best learned in the context of meaningful and interesting problems. Therefore, each unit of the curriculum is organized around a central problem or theme. The study of the many branches of mathematics is thus interconnected both with each other and with their applications, including such areas as social science, physics, and music. Concepts and skills are learned in the context of the unit's central focus, through a variety of smaller problems, both routine and non-routine.

Today's students need more than just algebra and geometry. The Integrated Math curriculum provides students with experience in such areas of mathematics as statistics, probability, curve-fitting, and linear programming. There is an emphasis on broad principles and methods of investigation and a de-emphasis of mechanical skills.

The Integrated Math sequence at Northside College Prep uses the *Interactive Mathematics Program* (IMP) as its core curriculum. This college preparatory curriculum was granted a prestigious award from the U.S. Department of Education in October 1999; it was one of five 9-12 mathematics curricula in the country to receive the highest rating of *Exemplary*.

In addition to the IMP curriculum, Northside offers Advanced Placement courses in Calculus AB, Calculus BC and Statistics. Northside Mathematics Department boasts 6 National Board Certified Teachers.

4. Additional Curriculum Area:

The Science Department provides an academically challenging educational program that prepares students for college while also addressing the scientific issues and challenges of the 21st century. The courses offered are inquiry-based laboratory classes that incorporate critical thinking skills, technological applications, cooperative learning, interdisciplinary themes, and problem-solving techniques. Our commitment to this manner of instruction is manifest in our Physics First curriculum.

Biology has long been the first-year science specialty in high schools, emphasizing a survey of the classification of organisms. In traditional science curriculum, biology is usually followed by the study of chemistry and physics. Today, the study of biology has evolved into a field with a stronger emphasis on molecular science. In response to this current understanding in science, we adopted this model, inverting the traditional course sequence. Thus, physics, as a foundational science, lays the groundwork for a deeper understanding for the subsequent study of physical sciences (chemistry) and life sciences (biology).

A crucial element of Northside's mission is to create an environment in which learners construct meaning by actively participating in the learning process. In alignment with this mission, the study of physics first reflects our commitment to experiential learning. A developmentally appropriate approach, our students interact with manipulatives to inquire into phenomena that they observe in their daily lives. Students develop models to test their understanding of phenomena, developing the habits of the scientific investigation. In this way, students develop skill in predicting the behavior of phenomena, asking questions, performing observations, collecting data, communicating with others, and reflecting upon results.

Learning by doing, Northside students gain a stronger understanding of the issues that shape their world by engaging with their world. According to this aim, our problem-based learning focuses on collaboration with professionals from organizations such as the North Park Nature Center, American Cancer Society, and Friends of the Chicago River. Student-led initiatives have transformed our campus, from solar panels to heat our swimming pool, to a wheelchair accessible garden that tests ideas about eco-friendly land use. Current projects are aimed at improving our outdoor classroom, which will include a garden to provide fresh produce for our cafeteria, native prairie & bird habitat, restored woodland, and enhanced river access.

Northside students are expected to complete four years of science course work. The skills and knowledge acquired in the study of physics are further developed and expanded as students continue their studies in chemistry, biology and an elective. Electives (both A.P. and non-A.P.) are available for sophomores, juniors, and seniors.

5. Instructional Methods:

In order to effectively differentiate instruction, the Northside College Prep community takes advantage of a comprehensive range of data analysis tools provided by our school district. Administrators, counselors, teachers, parents, and students have access to a range of assessment data, both standardized and local. Before students arrive at Northside for the start of their freshmen year, the Math department uses a district administered formative assessment to properly place students in either Integrated Math I (Algebra) or Integrated Math II (Geometry). Similarly, the English department looks at the state benchmark test data administered in the 7th grade to determine the placement of students in either Survey of Literature (reading focus) or Humanities (multimedia focus).

At the level of classroom instruction, each teacher uses the Curriculum and Instruction Management system to view each student's performance on standardized and local assessments. Rather than viewing aggregated data, teachers drill down into specific error analysis to set goals regarding the core concepts and skills to be learned. In addition, local formative assessments are regularly used to illustrate to students their individual learning goals for each unit, enabling students and parents to measure progress over time in tangible ways. This enables the classroom teacher to group students according to common needs and to plan lessons to effectively meet these needs.

Special attention is paid to design classroom instruction and learning activities to address the needs of visual, auditory, and kinesthetic learners. As experiential, project-based learning is valued, great attention is paid to properly scaffolding learning activities in order to support student understanding. For example, our students enrolled in AP US Government have the opportunity to consider two recent Supreme Court cases. In a partnership with the law firm of Meyer Brown, students partner with mentor attorneys in order to: (1) read legal precedent regarding their particular case (and they will brief each of these precedent cases); (2) apply their logic to the case; (3) write a formal brief that will be shared with their opponent and the justices, and; (4) present oral arguments. In this way, Northside students are often asked to extend their mastery of skills and content into a practical context for deep understanding.

Northside administrators and counselors disseminate data from the ACT Explore and Plan exams in preparation for the ACT exam that is given to students the spring of junior year. Recently, our district has begun to shift from comparing snap-shot assessments of different groups of students from year to year, to following the progress of a cohort of students over time. While our students have had the most students meeting and exceeding the state standards for the past ten years, our community takes greater pride in the fact that we have led the district for the past two years in expected gains over time in mathematics and reading. We have been recognized for this achievement with ACT's prestigious Red Quill award.

6. Professional Development:

Our professional development program is founded on the principles of a professional learning community. Our work is designed to support and increase the academic, social, and emotional success of all students through workshops and collegial discourse. We work to create professional development opportunities that: Improve teacher effectiveness and student learning by purposefully exploring the connections between teaching and learning; Enhance teacher collaboration through small interdisciplinary and disciplinary learning communities; and promote continuous learning.

Our professional development goals include: Improving the use of technology to enhance student learning; making our work public to increase the understanding between teaching and learning; and using data to inform decisions.

Our professional development program is a comprehensive, multi-layered program designed to meet our school's SIPPPA goals, department goals, and individual teacher goals. Each year we begin by publically stating our school goals, creating department goals and individual teacher goals. Specific time is created weekly in our schedule for teachers to come together to learn, to talk about student work, and to challenge our thinking. Faculty and staff participate in quarterly workshops, semester retreats; monthly disciplinary

PLCs, and monthly interdisciplinary PLCs. In addition, we honor the goals of each member of our team by providing quarterly structure time for teachers' individual goal. Teachers are also encouraged to attend and present at their disciplinary national and local conferences.

In addition to the scheduled time for professional development, our teachers are making their work public by opening up their practice to their peers. Teachers are taking time out of their schedules to observe their colleagues to help each other understand the connection between practice and student learning while fostering an atmosphere of trust and support.

Our work together has helped our school grow. Our students continue to score high on State and National Testing. Northside students have been honored by CPS by being named the top high school for students moving from the category of "meets" to "exceeds." Through our data discussions we have aggressively been addressing the achievement gaps related to race and gender to ensure the academic success of all students. We have also raised questions about assessment and looking closely at how we know students are learning. Additionally, we are in our second year of a pilot 1:1 technology program where 60+ freshmen have been given a tablet computer to use in their classes. The use of technology in our classrooms is more ubiquitous and purposeful in all classes as our teachers increase their use to enhance instruction and learning.

Together our learning community creates a safe, productive, supported, guided space to reflect on our practice, explore new ideas, challenge our thinking, and celebrate accomplishments. (437) We take this journey together as we construct meaning from our experiences and apply our new understanding to not only improve our practice and student achievement but to nurture and strengthen our professional learning community.

7. School Leadership:

Northside College Prep's Leadership philosophy is grounded upon a model of distributive leadership within the context of a professional learning community. The Principal works closely with a leadership team comprised of skilled and dedicated educators to establish goals. The team focuses its efforts on improving student achievement and the overall learning environment of the school. Input from parents and students is sought out and highly valued. Decisions are based upon relevant data, best practices, and feedback from the stakeholders of the school.

The Principal functions in many roles to ensure the success and continued evolution of the school. The principal provides vision and reinforces the values of a school that supports academic rigor, innovation, collaboration, creativity, and service. The results of this philosophical approach are evident. Northside is home to numerous effective and groundbreaking curricular initiatives including Physics First, Constitutional Law, Art Cubed, Adventure Education, Integrated Math, and Colloquium.

Not resting on its laurels, Northside is now piloting a 1:1 computing project centering on the development of effective 21st century classroom practices. In this initiative, the administration has worked with a cohort of teacher leaders to design, implement, and evaluate new classroom practices utilizing technology.

While driving a culture of innovation and risk-taking, great effort is also put forth to ensure that new programs are producing positive results connected to student achievement. The Principal working closely with the faculty, successfully uses standardized data aligned with state goals to monitor and enhance teaching practice. In addition, recent efforts have focused on locally driven common assessments and classroom level data.

In addition to working with faculty and staff, an important role of the principal is to collaborate with the Chicago Public Schools and to cultivate partnerships with parents, and community organizations, and corporate partners. A perfect example of the synergy of the many stakeholders can be seen in Northside's Green Initiative. Here, Northside has realized the construction of a 1 acre native prairie for environmental

studies, a solar energy project consisting of an array of 105 solar panels, an award winning Garden designed for students with special needs, and The Celestial Garden, a cross-curricular outdoor classroom space. The many collaborative efforts of the Northside Community demonstrate how the leadership of the school lives its values and creates transformative learning experiences geared to student success and well-being.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 11

Test: PSAE

Edition/Publication Year: 2010

Publisher: Illinois State Board of Education

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Meets & Exceeds | 98 | 98 | 99 | 99 | 99 |
| Exceeds | 55 | 47 | 51 | 39 | 30 |
| Number of students tested | 297 | 241 | 249 | 284 | 261 |
| Percent of total students tested | 99 | 99 | 99 | 99 | 99 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Meets & Exceeds | 98 | 100 | 98 | 100 | 97 |
| Exceeds | 43 | 41 | 38 | 26 | 19 |
| Number of students tested | 110 | 78 | 82 | 92 | 90 |
| 2. African American Students | | | | | |
| Meets & Exceeds | | | 94 | 95 | 95 |
| Exceeds | | | 12 | 16 | 16 |
| Number of students tested | | | 17 | 19 | 21 |
| 3. Hispanic or Latino Students | | | | | |
| Meets & Exceeds | 96 | 96 | 98 | 98 | 98 |
| Exceeds | 34 | 19 | 33 | 12 | 7 |
| Number of students tested | 68 | 47 | 49 | 51 | 61 |
| 4. Special Education Students | | | | | |
| Meets & Exceeds | 92 | | 100 | 94 | 83 |
| Exceeds | 25 | | 25 | 25 | 19 |
| Number of students tested | 12 | | 16 | 16 | 19 |
| 5. English Language Learner Students | | | | | |
| Meets & Exceeds | | | | | |
| Exceeds | | | | | |
| Number of students tested | | | | | |
| 6. White | | | | | |
| Meets & Exceeds | 98 | 98 | 100 | 99 | 99 |
| Exceeds | 65 | 62 | 67 | 54 | 40 |
| Number of students tested | 108 | 90 | 87 | 105 | 101 |
| NOTES: The Prairie State Achievement Exam is the only state criterion-referenced assessment administered to high school students in the state of Illinois. It is only administered to students in the 11th grade. | | | | | |

11IL5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 11

Test: PSAE

Edition/Publication Year: 2010

Publisher: Illinois State Board of Education

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Meets & Exceeds | 99 | 99 | 99 | 99 | 99 |
| Exceeds | 56 | 69 | 52 | 52 | 61 |
| Number of students tested | 297 | 241 | 249 | 284 | 261 |
| Percent of total students tested | 99 | 99 | 99 | 99 | 98 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Meets & Exceeds | 98 | 100 | 98 | 99 | 99 |
| Exceeds | 48 | 62 | 32 | 37 | 46 |
| Number of students tested | 110 | 78 | 82 | 92 | 90 |
| 2. African American Students | | | | | |
| Meets & Exceeds | | | 100 | 95 | 95 |
| Exceeds | | | 0 | 32 | 47 |
| Number of students tested | | | 17 | 19 | 21 |
| 3. Hispanic or Latino Students | | | | | |
| Meets & Exceeds | 97 | 100 | 96 | 96 | 100 |
| Exceeds | 53 | 60 | 43 | 35 | 22 |
| Number of students tested | 68 | 47 | 49 | 51 | 61 |
| 4. Special Education Students | | | | | |
| Meets & Exceeds | 100 | | 94 | 94 | 89 |
| Exceeds | 67 | | 38 | 38 | 22 |
| Number of students tested | 12 | | 16 | 16 | 19 |
| 5. English Language Learner Students | | | | | |
| Meets & Exceeds | | | | | |
| Exceeds | | | | | |
| Number of students tested | | | | | |
| 6. White | | | | | |
| Meets & Exceeds | 100 | 100 | 100 | 100 | 99 |
| Exceeds | 78 | 79 | 38 | 76 | 70 |
| Number of students tested | 108 | 90 | 87 | 105 | 101 |
| NOTES: The Prairie State Achievement Exam is the only state criterion-referenced assessment administered to high school students in the state of Illinois. It is only administered to students in the 11th grade. | | | | | |

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | | | | | |
| SCHOOL SCORES | | | | | |
| Meets & Exceeds | | | | | |
| Exceeds | | | | | |
| Number of students tested | | | | | |
| Percent of total students tested | | | | | |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Meets & Exceeds | | | | | |
| Exceeds | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| Meets & Exceeds | | | | | |
| Exceeds | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Meets & Exceeds | | | | | |
| Exceeds | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| Meets & Exceeds | | | | | |
| Exceeds | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| Meets & Exceeds | | | | | |
| Exceeds | | | | | |
| Number of students tested | | | | | |
| 6. | | | | | |
| Meets & Exceeds | | | | | |
| Exceeds | | | | | |
| Number of students tested | | | | | |
| NOTES: The Prairie State Achievement Exam is the only state criterion-referenced assessment administered to high school students in the state of Illinois. It is only administered to students in the 11th grade. No whole school averages are available. | | | | | |

11IL5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | | | | | |
| SCHOOL SCORES | | | | | |
| Meets & Exceeds | | | | | |
| Exceeds | | | | | |
| Number of students tested | | | | | |
| Percent of total students tested | | | | | |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Meets & Exceeds | | | | | |
| Exceeds | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| Meets & Exceeds | | | | | |
| Exceeds | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Meets & Exceeds | | | | | |
| Exceeds | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| Meets & Exceeds | | | | | |
| Exceeds | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| Meets & Exceeds | | | | | |
| Exceeds | | | | | |
| Number of students tested | | | | | |
| 6. | | | | | |
| Meets & Exceeds | | | | | |
| Exceeds | | | | | |
| Number of students tested | | | | | |
| NOTES: The Prairie State Achievement Exam is the only state criterion-referenced assessment administered to high school students in the state of Illinois. It is only administered to students in the 11th grade. No whole school averages are available. | | | | | |

11IL5